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## BULLETIN

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### Case Work in a Child Placing Agency with the Older Girl

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IT IS generally agreed in the field of child placement that adolescents are more difficult to place than children of any other age. To the average foster parent, they are least satisfying and most demanding, and it is often asking a family for superhuman strength and tolerance to stand the behavior of the tormented adolescent who is a "boarding" son or daughter. Most boys and girls ranging in age from fourteen to eighteen have difficult periods of confusion and upset due to the natural process of growing up. They are struggling to maintain a balance between the demands of two entirely different worlds—childhood and adulthood. The transition point, the period at which they are neither children nor adults, and yet are a combination of both, is a trying one for them and for those responsible for them. Phenomenal physical changes are taking place, and emotional and mental growth normally follow. With growth comes a sense of newness and difference which creates both fear and challenge. It is a problematic period for which there is no ready solution. No one acquainted with the characteristics of this age expects the kind of settlement of which only a well-organized adult is capable. There is no point during this stage where one may think, "There! That is settled!" Satisfaction and peace are not accoutrements of growth such as takes place at this time. There is no beginning or end clearly defined and no definite results can be anticipated.

It is during this stage that youngsters need a tremendous amount of understanding and protection. Freedom to meet the awakening sense of independence and liberty to outlaw the former sense of dependence must be allowed within restrictions set up by those responsible. In this structure of freedom with boundaries, these youngsters carry on their inner revolution and ideally attain the experience and strength to become fully independent adults.

#### *Problems of Adolescence Complicated by Foster Care*

This is the natural course of a living situation for both boys and girls. In the life of a youngster not residing with his own parents, there is an aggravated feeling of confusion during these years. Added to the suddenly important questions of "Who am I?" "What do other people think of me?" the girl or boy placed in a foster home asks, "Why am I here?" "Why am I different?" "What do I think of my own family as well as these people with whom I'm living?" Missing the forbearance with which a real parent meets this turbulent time, the youngster in a foster home feels lost. Own parents, who may have real interest in helping their youngster, allow for this difficult time, and, because it is their child, they live through it. Some foster parents, with needs of their own which perhaps clash with the acute needs displayed by adolescents, are frightened by the demands the youngsters present and give up the children rather than struggle with them.

Where the adjustment of the foster child is vital to their own happiness, the foster parents can, and often do, handle this difficult period wisely and effectively. Over a period of years, a deep attachment can grow which furnishes the support quite comparable to that given by own parents. Where the child's natural struggle for self-identity can be understood and tolerated by foster parents, there is little use made of the agency. It is the child who feels strongly the rejection of her own parents and the inadequacy of her foster parents who asks blindly for help. There is a definite feeling of suspension between two sets of parents neither of whom can or will provide the strength and support needed. It is here that the agency's visitor is desperately needed.

The agency must be aware of the type of problem present in this older children's group, must understand its natural source and its aggravated state, and

acknowledge, at the same time, the limits of patience and forbearance to be expected from a foster family. With the visitor as its representative, the agency is the logical tower of strength in helping the youngster to answer some of the questions for herself. When neither the foster parents nor the own parents seem to constitute for the placed adolescent the medium with which it is safe to fight the natural fight for independence, the placed adolescent needs the agency's solid front. She needs an organized body interested in "her"—a substantial building and an office where "her visitor" works. The actual structure of the agency, with its rules and its budgets, can be a relief, I feel convinced, to the dependent uncertain self of the adolescent and a battlefield for the newly awakened independent self of which the adolescent is so jealous.

In my experience, I have found the older girls quite consistent in their attitude toward their visitor upon first contact. They seem to look upon her with real suspicion. The world about them is changing; they cannot trust the solidarity of any relationship. Everything must be challenged and thoroughly tested before some sort of faith, at least in themselves, can evolve. I have been working directly with many such girls, hoping to establish a relationship between us which might act as a ballast in helping them to live through this age of uncertainty and to make their own decisions within the realm of their own ability.

In spite of their lack of confidence in any one at this stage, I have felt a real and acute demand for a relationship on a new and untried level. Where emotional satisfactions of earlier years are being discarded, and before those of mature life can be adopted, there comes a congestion of feelings which needs projection. A combination of baby love and adult feeling is fighting for supremacy and the struggle needs a new and untrammelled setting. It is the hour of "crushes" and of "hates." It is a time of identifications and projections of one's self outside the already explored depths of childhood.

To admit any positive feeling or emotional attachment seems unthinkable at this age. They scorn the need for mother and father if obvious emotion is connected and seek a new outlook for emotional release. Several girls have told me they would rather live in a home where the people did not like them because no feeling can be expected from them in return. I have seen the frustration which comes to the girls when the foster parents expect appreciation and affection as reward for their time and effort expended. I know in this period of growing up, they

generally are egocentric and emotionally upset and I have found them coming to me with their complaints and grievances and with little mention of joys or pleasures. It is a period where very little seems good and the bad seems unbearable. I have heard several say they wish they were dead or wonder why they were ever born.

Along with the naturally negative attitudes present at this age comes usually a very universal negative feeling toward being placed in a foster home no matter how long ago the placement was made. Most adolescents are resentful of any authority over them. Adolescents living with foster parents, with the expected negative attitude, feel deeper about their situation when they suddenly realize how different they are from those living with their own parents.

Having a visitor makes them different too. I find them often fitting me into the role much like that of older sister or friend rather than accepting the connotation of the word "visitor." The agency visitor represents for these girls a new and unique attachment. The girl and visitor work together on her general progress but do not live together. The girl knows she does not have to like her visitor or agree with her and she often seeks to prove this privilege. Establishment of her own relationship with her visitor on her own terms is meaningful to the girl. I have felt that there is real value in accepting the status which the older girl accords me. Besides my interest in her feeling for the kind of life a foster home can offer her, I must require that she keep certain rules concerning visiting and budgets. I ask no personal emotional gratification. This set-up of emotional liberty in a relationship which still holds boundaries, often promotes elements of a more mature relationship. Sharing experiences and swapping attitudes, with allowance for the other's difference, are solid constituents of adult living.

Before these girls are ready for actual sharing, there comes, I believe, a superficial interest in others as a means of establishing themselves. I felt this true in case of an eighteen-year-old girl with whom I was discussing plans for discharge.

#### *Independence Through Planning*

Elise and I had worked together for six months before I felt it necessary to begin preparation for actual discharge. She knew that she would be leaving the agency in June, as soon as school was over, but had never introduced the subject to me. In April, I called for Elise at school, and the following is a portion selected from the record:

I started off by wondering if she had been thinking about plans after school was over. I thought since she was to be discharged in June, it might be a good idea to begin thinking about what she wanted to do and what she felt she could do. How did she feel about this? "You know," she said, "I just push things off. If I don't want to think about them, I don't." I said I guessed she

didn't want to think about being entirely independent. She guessed she didn't, too. She changed the subject to talk about movies and then came back to remark, "I don't think I can get much of a job just from high school. What kind of a job do you think I can get?" I thought there might be a lot of different kinds. What had she thought of? She told me the three kinds of courses offered in high school and said that she had taken secretarial work but she didn't know whether she'd like it well enough to use it in a job. I thought that was up to Elise, that I couldn't say what would be best for her. I did know it was a problem to begin thinking about what she was going to do to earn her own living and take care of herself entirely. We talked over specific jobs, child care, housework, salesmanship, and she gave me a pretty definite opinion of each. She guessed she'd just end up an ordinary housewife. I thought that was a real job, too—making a home. She said, "Miss Manning, were you as baffled as I am when you got out of school?" I said that I certainly was. She wanted to know how many years after high school it took me to get the job I had. When I said, "Six," she whistled. She wondered if I had known just what I had wanted to do, and I said no, I thought everyone had to try out things—they very rarely knew until they actually got started in something. She asked me if I liked my work and, when I said that I did, she wanted to know if I had gone to college and then if I had had as much fun in college as in high school. I thought as you grew older you had an older kind of fun—it was very different. Didn't she find as she grew older that she enjoyed doing different things from what she had when she was younger? Yes. She guessed nobody really knew what they wanted to do when they got out of high school. They just had different kinds of jobs until they found the right one. Maybe Elise wanted to do that rather than plan anything definite for the time when she would no longer go to school. She didn't know.

In an interview which took place later at Elise's suggestion, I said that I was there if she felt she wanted any help with her plans but, since she evidently had not done much thinking on this herself, perhaps she was not wanting any help. We certainly did not seem to be getting very far as far as actual plans were concerned. She said, "I don't seem to be doing much about it, do I?" I said I didn't think she was doing much, but maybe that was the way she wanted to leave it. She thought she had better settle with her father the question of whether she could go to business school or not. Then she asked when I was coming out again—next week? We made a definite appointment and I continued to see her every few weeks until June.

Actually Elise did ask her father, who refused any help with business school, and that was as far as she went with her planning for the future until the day after graduation, when she suddenly went for an interview with an employer and got the job without any trouble.

It seemed to me that Elise, in these contacts with me, was groping around within her limited experience to find a familiar spot in this new and fearful idea of being entirely independent. She knew me and wanted desperately to know if how she felt was natural. Not so long ago, I must have gone through this period which she was feeling. I knew that she was not actually interested in my life. Her own problem of the moment was too acute to allow room for anything else. I became the means of viewing her situation from a slightly different angle. It was Elise looking at herself from the perspective of my six years' experience. I felt that answering directly, but briefly, her questions concerning my own life gave her comfort and courage to work out her own fate—alone. She and I both knew this was the only way it would have meaning for her. She was not asking me

to tell her what to do when she asked my advice about what kind of a job to look for. She was asking me to tell her the truth—it was her decision from a certain number of choices and she was asking me, also, for understanding. It was difficult to decide what to do after being dependent for so long.

She felt, I think, two ways. She was terribly alone in this new venture and the implications of it were fearful, but she was aware of her own strength to face the situation too. After she had asked me so plainly for support in the naturalness of her disturbance, in a later interview she stated her independence when she said, "I'm the one who gets me mixed up and I'm the one who has to get myself out of it." I felt that she wanted from me interest and freedom, support and release.

Elise, I feel, used me, a young, impersonal observer, interested in her, to establish a more mature sense of herself. Because I was only six years older than Elise, it was easy for her to identify herself with me. Furthermore, when her connection with me brought no emotional involvement, it was equally easy for her to separate from me. My part in this relationship was to be clear as to what Elise did want—an establishment of her own identity—and to help her to see us as separate so that, in June, she might be discharged really independent.

The agency seeks in its relationship with the foster child nearing independence a means of preparing her for practical adult living. By sending a monthly check and providing a clothing budget during placement, we maintain for her complete financial dependence on us. Just as the responsible own parents guarantee support for the own child, so the agency assumes the financial burden of a child needing care. For both the own and the foster child there is, during childhood, the natural feeling of dependency on those responsible. The child in a foster home, whose board check arrives monthly and whose clothing budget is computed annually, is not as directly affected by the changes in her foster family's financial status as the own child who is dependent on daddy's pay check. Living in a family, there must be some recognition of financial variation. Some weeks there is no money available for movies. The clothing budget, in its flexibility for each child, does provide some practice in evaluation. However, I believe that the foster child, with the security of board, clothing and medical care up to the age of eighteen, is less affected by practical means of living than the average own child. At the same time, such a child, whose support has a definite time limit, has more need for learning appreciation of the means of attaining support than the



own child, who must achieve independence at a point more indefinite, "when she's older."

With a developing recognition of self comes a growing urge to display it. The need for more and better clothes, the desire to go out more often and stay out later, is expected as children grow older. To handle these growing-up changes, there must be a certain amount of self-reliance accompanying them. Generally, however, she does not have any one who will meet her increasing demands with increasing support. For many older girls in foster homes, this failure to supply freely what they want is helpful. They will have to maintain themselves at eighteen and cannot be protected from the practical aspects of living.

Because the agency has assumed the responsibility for the care of these girls, it must fulfill its obligation by gradually preparing them for the time when the agency's support will stop. The opportunity to begin this learning experience appears at different points in the older girls' careers. It is the job of the visitor to be aware of each girl's readiness for preparation and her individual means of expressing her need. All girls have some problem around the total acceptance of responsibility for themselves. For this reason, in working with older girls between the ages of fourteen and eighteen, I have felt that their real need is to try out, within the security of agency supervision, the different components which go to make up independence. Elise had solved the financial part of her growing up. She had a job and knew she could get another. She did need help in finding her own place outside the agency's sphere, separate from me.

#### *Independence Through Recognition of Dependence*

Another girl, Eileen, younger than Elise, felt a great urge to stop school and become financially independent. Her foster parents and I had discussed, since her sixteenth birthday in August, the possibility of her stopping school and working full time in a 5 and 10 cent store where she was employed on Saturdays. School was a bore to her, as proven by her slow record. She finished the eighth grade the next February. She and I had discussed fully the implications of leaving school. She was determined that she would learn nothing in school and it was a continuous point of contention between Eileen and me, with my saying "No," and Eileen's weeping and arguing with me to change my mind. Finally, in February, after Eileen and I had had a consultation with the doctor on Eileen's physical development, after which I had had a conference with the school dean on her progress there, I decided that she could stop school and go to work. Her reaction was surprising to me at first, but very understandable in retrospect. She was blank when she heard the news. There was no expression on her face and no comment. She simply asked me what day she would stop. As I see it now, Eileen was disappointed that the fight was over and scared of her own strength in being able to win. When I told her that I would be seeing her boss about working arrangements, she was much relieved. To have me go on with the responsibility for her in a new and untried world meant she was not alone. She could meet the challenge of working to maintain herself knowing that the agency was backing her and would continue until she was eighteen. I felt it significant that she should say later, in discussing her working plans, that the agency would be "taking care of me for two more years, and mother reminded me it was only a year and six months."

So many girls Eileen's age fight desperately for independence only to find the actual object of their struggle less important than the combat itself. It is, I believe, the inner revolution, the pull two ways within them, to break away and to hold on at the same time. It is a period when nothing is exactly right. No matter how many nights out are allowed by the foster parents, the allowance is not enough. This is because they do not know what they really want. There is struggle present in whatever they do because awakening awareness of themselves confuses everything which was simple before. Discipline, orders, rules, taken for granted after a certain amount of trial in childhood, must be challenged again in this stage. Any authority is resented, but the absence of it creates a real fear.

When Eileen discussed her financial responsibility, she suggested that she bring her board money each week to the office and the check could be sent to the foster mother, as done previously. She did want me to recognize her growth, for the expression of which she had fought so intensely, but she also feared its implications. Her plan to pay us at the office admitted great change, but the idea of the check's being paid to the foster mother through the regular agency procedure revealed the fear of total change. By accepting her plan as right for her, I accepted the evidence of Eileen's willingness to become a more independent person combined with her need for the agency's support and strength for a while longer. Very obvious here was her dual purpose—to branch out and to hang on, all at the same time. Knowing that the agency would be there for another year and a half made it possible, I believe, for her to become more responsible for herself.

I was interested to see Eileen come to the office a week ahead of time on the pretense that she thought I wanted to see her. The arrangements had been complete and clear; I felt that she was to come every Monday after the Saturday she was paid. Eileen arrived before she had even been paid. We had about an hour's talk, in which she was much freer than she had been for a long time. Always before this, the trip to the office had been much too much trouble for her when I had suggested it. To have her venture to the office of her own volition meant a big step toward self-reliance and also her recognition of her need for my supervision. During the interview she talked about the remarks made by the other girls in the store when they saw me talking to the boss and to her. They wondered if I were her sister or her mother. She said, "My mother! How old do you think she is? She's the one who takes care of me."

This indicated to me a real recognition on Eileen's part of her own situation. She was working. The desire she had coveted was fulfilled, but there certainly were limitations to the totality of her freedom and for these she was grateful. She achieved a new sense of herself in being allowed to operate on a new basis, and this new self was useful to her because she felt safe in the continuity and solidarity of the old basis.

To me, this was a sound and meaningful step toward complete independence. During the next seventeen months there will be other struggles between this girl and me. This is necessary before she is ready to be discharged to herself. She must break up the completeness of this change into the components easiest for her to handle and it is my function to be aware of the extent to which she needs my support by remaining firm on the boundaries of supervision.

#### *Independence Through Acknowledgment of Rejection*

In another situation, a fourteen-year-old girl named Muriel used me as her visitor to work through to a new sense of herself. She had been placed for seven years in a foster home which will always seem like her own home to her. However, when the natural stage of growing up caused too many upheavals in the routine of the family life, Muriel had to move. Her own mother had spasmodically visited during her placement and Muriel had never clarified for herself her mother's part in her life. Although she never made plans to establish a home for Muriel, she often talked about when they would be together again. Muriel finally had to force her mother to decide whether she was going to reject or accept her. She walked out of the foster home where she had been staying for a year and went to her mother's, where I found her. After talking to Muriel's mother, it was clear that she was unwilling to assume the care of Muriel and wanted us to go ahead with plans for her. When I approached Muriel with the plan to move temporarily to a small local institution, she refused to budge. She challenged me before her mother, saying directly that Miss Manning thought her mother could take her if she wanted. I met this by saying that some mothers in the same situation as her mother did manage to take care of their girls, but her mother had given that responsibility over to us. Her mother quickly agreed that that was what she had done. Muriel said her mother was mean and cried and stormed, finally making her mother take her to the car where I had told them that I would wait when I saw that Muriel would not come with me. She was thoroughly exhausted on the way to the institution. It had been a most traumatic experience for Muriel, having her mother really reject her after all these years of trying to achieve a balance between what her mother actually did for her and what she said she would do. She had been continually stirred up by her mother's visits. Alternately being spurred on by hope or filled with despair made life very hectic and unstable for her. At last, here was something solid. Her mother had rejected her and I, her visitor, was taking her to another place. It had been such a dramatic situation, it must have seemed to Muriel as if her mother had given her entirely to me. She almost immediately transformed our relationship into one of real intensity. During the first month in the institution, I became an entirely new object of attachment. Her mother had thrown her out, but I was still there. She called me every few days on the 'phone as if to verify this and always asked when I was coming to see her. I called to see her often, and she dropped in to the office after school occasionally.

The realization of what had happened was hard for Muriel. Naturally she would rather live with her own mother the way other girls did. The reality was

better, however, than the dream world. Desperately, Muriel needed someone's real interest and called on me for the satisfaction of this need. She did not want another mother; she had known her own too long for another really ever to substitute. She did want a real friend upon whom she could call and with whom she could discuss all this. Difficult as this experience was, it brought relief to Muriel. For the first time she knew where she stood as far as her mother was concerned. Through her own strength, she had forced her mother to face the long evaded issue. When her mother made it clear she did not want her to live with her, Muriel could be clear. She could discard the possibility of living with her mother, much as it hurt, and organize herself around a new plan. This was a real step for Muriel toward learning to take care of herself. Young as she was, she felt the responsibility for herself increase. This was possible for her, I believe, because she was supported in her troubled time by the agency. Having a visitor who knew what she was going through and who was there to help her orientate herself to the new life lessened the very natural lost feeling she must have had. She could feel badly with me; she could act the way she felt because she knew I was there for her use. By meeting directly her challenge when Muriel, her mother, and I were all discussing plans, I supported her in her quest for truth.

In working with these girls I have found that fighting is a natural means of expression. Against suddenly aroused and confused emotions the best defense seems to be anger. When they are antagonistic, they are fighting fundamental conflicting elements within themselves as well as the outside objects. Later Muriel remarked about this to me after our particularly stormy session in her mother's home. She said, "Remember the fight we had about my coming here? I wanted to come all along but, for some reason, I just had to have a good fight with you." When the girls feel free enough to bring their problems and conflicts to the surface through getting mad at me, I feel they find the release they need. They are striking blindly against the confusion and bewilderment besetting them. If, in attack, these girls can find organization and orientation, it is my part to provide the security in the battlefield. If they can learn that life itself is a fight and the important thing is acceptance of what they can do about it, then our relationship has been a meaningful and a constructive one.

Muriel threw away her foster home to find out what her mother would do. It was a long chance, but I respected her for trying. When it failed to bring

the results she wanted, she was terribly disappointed, but it was bearable because there was an alternative. I, as the agency's representative, took her to another place and came to see how she liked it, acknowledging as natural her feelings of uncertainty. She could go on because there was some place to go and someone who was interested to take her there. She knew she would not have to stay, but she knew she did have to go. From the freedom to face with her mother whether or not she was going to take her and the freedom to decide whether or not she liked this new place, evolved a new self. Muriel worked hard in the institution. She enjoyed taking care of the younger children and thought of this as a job. Before, the idea of work had not appealed to her at all. About five weeks later she came to my office and asked, "Do I look different? Everyone says how much better I look." I suggested maybe she felt better, and she said she certainly did.

Although aware of my total responsibility toward

all represented in the welfare of one child, I have concentrated in this discussion on my responsibility toward the older girl under foster care, in helping her to gain a new sense of herself as she begins to mature. I have been exceptionally interested in the way these girls used me to help themselves in their growing-up process. Through a meaningful relationship with their visitor, these girls, I believe, have achieved some faith in themselves by which they may dare to strike out for what they want and through which they may attain some acceptance of things as they are. It is the combination of active dissatisfaction with the means which they can control and acceptance of the means outside their control which produces a well-balanced, well-integrated personality. This end I do not expect for these girls until they have had many more struggles and opportunities for testing their own strengths and weaknesses. Perhaps they have some new sense of themselves from working with me on definite plans for their future.

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### Conference on Protective Service

THE League's Conference on Protective Services, held December 10, 11, 1942, at the Russell Sage Building, served as a much-needed opportunity for executives and supervisors to discuss their various policies and practices in this area of service.

Fifty-five representatives of 32 agencies in 26 cities from 13 states participated. At the opening session, chaired by Mr. Hopkirk, material was presented gathered from replies to the inquiry on protective services sent in preparation for this conference. Three round table group discussions followed. Here were considered—(1) case work approach to the family, (2) case work when the plan is for children to remain in their own homes, and (3) placement plans both when parents come to want that service and when court action must be instituted.

At the closing dinner session, the chairman reported on the discussions. An additional treat was the presentation by Miss Ruth Taylor, Commissioner, County of Westchester, Department of Public Welfare, of her recent observations in Great Britain while studying welfare activities there. All these sessions were attended by the entire conference.

Agency executives met at a luncheon meeting to consider "The Impact of the Present Situation on Protective Services in Terms of Administration." Problems of personnel of services and of organization and community responsibility were reported. Miss E. Marguerite Gane, Executive Secretary, Children's Aid Society and S.P.C.C. of Buffalo, acted as chairman, and Miss Jessie P. Condit, Executive Secretary, Children's Aid and S.P.C.C. of Newark, New Jersey, was secretary.

Most of the executives spoke of the difficulty which they are experiencing in holding their personnel or securing new workers. Competition with governmental services, the Red Cross or war industries is being felt in every area, and higher salaries, new experiences and the patriotic motive all combine to draw workers into other fields. Representatives of two agencies have been advised by the Social Work Vocational Bureau that they could refer no trained and experienced workers at a salary under \$2,200.

Several agencies are taking untrained college graduates as apprentices and giving them close supervision on the job. These workers are taking courses



at a school of social work. One agency has such a worker in each of its district offices.

In the area of increased demand for services and new needs to be met, outstanding is the need for counselling service for the working mother and planning for the care of her children. Some agencies are cooperating with other case work organizations in the community to organize a central counselling service; others are participating in day nursery programs, where they are giving case work service. A number are providing foster day care for young children. All expressed concern at the community pressure which seems to be pushing the mothers of young children into industry. The need for an expanded school program to provide for children of school age after school hours was also emphasized.

An increase in neglect of children with a resultant increase in delinquency was observed. Concern was expressed over the rising illegitimacy rate, particularly involving rather young girls. The difficulty of establishing paternity and securing support because the putative fathers were in the army is an additional problem. This situation had resulted in many casual private adoptions which were proving unsatisfactory and were being brought to the attention of the agency. It was mentioned in connection with adoption that adoptive fathers called to military service complicate the adoption procedure.

One of the increased needs, which for some agencies represents a new service, is vocational guidance under trained leadership to give counselling service to the young people who need help in choosing an occupation.

All the protective agencies doing child placement reported difficulty in holding old foster homes and securing new ones. Larger family incomes, the entrance of women into industry, the rise in cost of living and the opportunity to rent rooms to war workers at rentals larger than the agencies' board rate, are all contributing to the shortage of foster homes. Some agencies are conducting publicity campaigns in newspapers and over the radio, and are asking help of their foster mothers in securing new homes. The shortage of private homes for boarding care has in some communities given institutions for dependent children which were on the verge of changing their programs a new lease on life, since people in desperation were turning to the institutions for emergency care.

The use of community resources raised another serious problem. What to do with children between the ages of two and eight, who need temporary care

while the question of their neglect by working or otherwise preoccupied parents is being considered. This question is particularly troubling in communities where the S.P.C.C. shelter is the only community provision for such emergency and temporary care.

Change from a depression to a war economy, it was pointed out, necessitates modifying policies and practices in intake. The importance of strengthening all agencies, public and private, was emphasized. To this end, agencies may have to unite in giving to Community Chest committees more information regarding the whole community picture. Here would need to be included some definition of function by services, in order to prevent duplication and in the interests of economy.

It was further reported that mergers are being pressed. The general experience seems to be that mergers are being urged and even forced by those who have financial control in the belief that it will result in saving money. In seven communities the merger of family and children's agencies has taken place or is being considered. In one city three, and in another five, related agencies have united into one agency. All representatives of merged agencies recognized definite advantages but agreed that there were serious problems connected with such mergers, particularly if they are forced.

The Child Welfare League of America was asked to lend assistance, particularly with the following problems:

1. Providing information for board members concerning the importance of employing qualified case workers, and the need for paying adequate salaries to secure such personnel.
2. Information regarding day care programs for children of working mothers.
3. Assistance with campaigns to secure additional foster homes either through national publicity or through suggestions to agencies of methods to be used.
4. Assistance in defining division of functions between agencies in a given community.
5. Information about the effect upon children's services of mergers with family agencies.
6. Methods of handling detention of children, should institutional facilities be expanded, or boarding care be instituted.

A report of findings and recommendations of the round table discussions will be made available to League members at a later date.

—H. L. G.

## BULLETIN

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Henrietta L. Gordon, *Editor*

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*Word has come from Washington that Lanham Act funds may become available for day care under conditions different than those announced in the December issue of the League's BULLETIN. The League's Board of Directors, at its meeting on January 9th, stated in the following resolutions its position with reference to all federal allotments to states and localities, emphasizing the dangers in any departure from the grant-in-aid principle. The Child Welfare League of America advocated the development of this principle when the Social Security Act was formulated and is aware that it has been thoroughly tested and its validity proved.*

### Resolutions on Child Welfare Policies in Wartime

Passed by the Board of Directors of the Child Welfare League of America, Inc., January 9, 1943

IN THE realization that its obligations for national leadership in the cause of children is accentuated in these times, and in view of the added responsibility it has recently assumed for the program of the National Association of Day Nurseries, the Board of Directors of the Child Welfare League of America resolved, at a meeting on January 9, 1943, to give expression to the following resolutions:

1. It is increasingly evident that the war is making its mark on the children of America and particularly on those in the lower income groups who have always lived on the thin border-line between want and plenty. The recent increases in certain forms of delinquency and child neglect, and the inadequate facilities for maternal and child health and child welfare services in many of our production and cantonment areas, all bear witness to this fact. As a people we have not yet fully realized that children constitute the wealth and the entire future of the nation and that extensive and adequate measures and substantial financial support for their protection and development are fundamental to all we are fighting to preserve.

2. The Board of the Child Welfare League of

America urges, therefore, that whenever and wherever possible the interests and welfare of children be given priority and precedence in our communities and homes as we are called upon in the coming days to make increased sacrifices in the interests of the war. It is essential that every effort be made to keep family units strong and, in so far as possible under war conditions, intact. It is vital, in this connection, that provisions for secular and religious education, recreation, protective services, and all other facilities that contribute to the stability and growth of childhood and family life be strengthened. In some sections of the country such facilities have been inadequate in the past and are now so seriously lacking as to constitute a severe threat to the health and welfare of the children involved.

Conditions of this kind cannot be tolerated by a nation which now stands in a position of world leadership and which seeks to bring to its own and other people the benefits of the four great freedoms.

3. The Board of the League is fully cognizant of the grave manpower problems that face the country and the consequent need for large numbers of women in industry. It urges, however, that in the inducting of women into industry the safeguards concerning the mothers of young children, already enunciated by the War Manpower Commission, be strictly adhered to as a protection to family life and as an aid to increased industrial production.

4. The Board of the League urges that the day care of children be recognized and administered as a part of the child welfare and educational programs of our states and localities and that provisions for day care be constituted and conducted in such a way as to strengthen all recognized child welfare and educational services under both public and voluntary auspices, in our communities.

5. As day care programs can be best organized and administered through established child welfare and educational organizations and through the state agencies responsible for these services, it is both logical and sound that the supervision and coordination of day care services should be carried on through those federal, state and local agencies already established by law and charged with the responsibility for conducting child welfare and educational programs.

The Board urges full participation in the national program of day care on the part of the U. S. Children's Bureau, the U. S. Office of Education and the Office of Defense Health and Welfare Services, and that the plan of coordination already established by the latter be continued and strengthened, so that adequate federal leadership may flow directly to states and



localities without the present confusion and apparent duplication of effort.

In accordance with the principle whereby the Board of the League recognizes day care as a part of an over all community program for children, it urges strongly that the policy which now obtains with respect to grants-in-aid to states for child welfare services be followed in the allocation of federal funds to states and localities for day care purposes.

It was further resolved that copies of the above resolutions be sent to the Honorable Paul V. McNutt, Administrator of the Federal Security Agency; Mr. Charles P. Taft, Assistant Director in charge of the Office of Defense Health and Welfare Services; Mr. James Brunot, chairman of the coordinating unit on Day Care in the Office of Defense Health and Welfare Services; Miss Bess Goodykoontz, of the U. S. Office of Education; and to Miss Katharine F. Lenroot, Chief of the U. S. Children's Bureau. It was agreed further that carbon copies be sent to Mr. Wayne Coy and Mr. Ben Beecher, of the Bureau of the Budget.

The Executive Director was instructed, furthermore, to send copies to all member agencies of the League.

—LEONARD W. MAYO

*President, Child Welfare League of America, Inc.*

### Mrs. Ijams Elected Vice-President

MRS. J. HORTON IJAMS, of New York City, was elected third vice-president of the Child Welfare League of America at a meeting of the League's Board of Directors held in New York, January 8 and 9. Mrs. Ijams has been President of the National Association of Day Nurseries and, with the absorption of the Association by the League, she has provided much of the leadership which these days have required.

*In preparing the following article, Miss Ruth Carson utilized material from the files of the League and consulted with members of the professional staff.*

IN THE January 30th issue of Collier's, which appears on the newsstands January 22d, there is an article entitled, "Minding the Children," by Ruth Carson. Reprints have been distributed to our members, affiliates and associates, and to the day nurseries that had been affiliated with the National Association of Day Nurseries.

### National Conference

THE National Conference headquarters for the Child Welfare League of America will be:

New York City, March 8 to 12, 1943—Hotel McAlpin

St. Louis, April 12 to 16, 1943—Hotel Statler

Cleveland, May 24 to 28, 1943—Hotel Carter

This year the League's program is under the chairmanship of Mr. Leon H. Richman, Director, Jewish Children's Bureau of Cleveland. The program will be enclosed to League members and affiliates in the February issue of the BULLETIN. Copies will also be available at the League's booth.

Consultation service in the various fields of child welfare will be available during the conferences. Requests for appointments should be made at the League booths as early as possible.

### Regional Conferences of Child Welfare League of America

THE Southwest Regional Conference will be held April 12 to 16, 1943, in St. Louis, in conjunction with the National Conference. Mrs. Bonnie McAntire, Executive Director, Sunbeam Home Association, Inc., Oklahoma City, is Chairman.

The Ohio Valley Regional Conference will be held May 24 to 28, 1943, in Cleveland, in conjunction with the National Conference. Mr. William I. Lacy, Executive Director, Cleveland Humane Society, is Chairman.

The Midwest Regional Conference will be held March 4, 5 and 6, 1943, at the Hotel LaSalle, Chicago. Miss Lois Wildy, School of Social Service Administration, University of Chicago, is Chairman.

The New England Regional Conference will be held May 8 and 9, 1943. Miss Marguerite Harding, Supervisor, Foster Home Care, Children's Aid Association, Boston, is Chairman.

A meeting of the Northwest Regional Conference is being planned for the spring, to be held in the State of Washington. Mrs. Henry B. Owen, Vice President, Ryther Child Center, Seattle, has accepted the chairmanship. Exact details as to time and place will be announced later.

## THE BOARD MEMBER SPEAKS—

EIGHT "MUSTS" FOR CHILDREN IN WARTIME:  
A CHALLENGE TO STAFF AND TRUSTEES\*

1. Strengthen all existing and essential voluntary and governmental child welfare services.

This means that in many instances we must fight vigorously against threatened decreases in budgets and become ingenious and vigorous in obtaining and retaining the personnel we need.

2. Make every effort to synchronize and coordinate voluntary and governmental agencies in our local communities.

Our ability to create adequate coordination of services will depend to a large extent at first on the extent to which we achieved adequate integration of services before Pearl Harbor. In any event, renewed efforts must be put forth at this time to develop an effective network and team work on the local level.

3. We must distinguish between local initiative, which is good, and local laziness and "anti-federal assistance-ism," which is bad.

Many communities whose needs are urgent and critical flatly refuse to take advantage of federal assistance on the false assumption that local autonomy must be preserved no matter how great the unmet needs.

4. Support the state program suggested by the United States Children's Bureau Commission on Children in Wartime.

This plan envisages the over-all needs of children and suggests ways and means, legislative and otherwise, by which these needs may be met in the several states.

5. Fight for the extension of Title V of the Social Security Act which would make it possible for Congress to appropriate additional funds for maternal and child health and child welfare services for the benefit of the wives and children of our service men, industrial workers and rural residents.

This bill, H.R. 7503, is at the present writing in the Ways and Means Committee of the House to which it was sent with a special letter from President Roosevelt pleading for early passage. It has bogged down in the Ways and Means Committee due to the complete indifference of the majority of members of that committee. It is nothing short of scandalous that men charged with the responsibility of giving national leadership during the war period have not lifted a finger to obtain data nor to hold public hearings on this essential bill in spite of the fact that two-

thirds of the health officers in the United States, scores of individuals and over thirty national agencies have urged early passage of the measure as one practical method of meeting the urgent and critical needs of children.

6. Press for the inclusion of a division on social work on the Manpower Commission and provide for the training of aides and competent volunteers to assist in certain aspects of agency work.
7. Watch the child labor laws as a protection to children and in order to insure more adequate production in industry.
8. Banish any individual doubts you may hold as to the essential part that you as individual social workers and executives are playing in this war.

The home front and the battle front are one. Wars can be lost on the home front, and this war can be lost on the social work front whether our armies are victorious or not. Social work can and will do its job, now and in the post-war era, if it fully appreciates this staggering truth.

\* From a paper delivered at the League's Southern Regional Conference, Savannah, Georgia, November, 1942.

—LEONARD W. MAYO

## Mrs. Ruegg Receives Gimbel Award

Mrs. H. RENE RUEGG, whose valuable contributions to child welfare in Philadelphia are well known to the Child Welfare League, received the annual Gimbel Philadelphia Award as outstanding woman in 1942, with a check for \$1,000 accompanying the award. Her leadership has been an important factor in obtaining resources from the city of Philadelphia to permit the founding of 15 day care centers, three of which now are in operation. Mrs. Ruegg is a member of the governing boards of Carson College and the First and Sunnyside Day Nursery, both members of the Child Welfare League. She has been chairman of the children's section of the Community Fund budget committee and a trustee of the Fund. A member of the Child Welfare League's Board of Directors, she has worked diligently as chairman of the joint committee of the League and the National Association of Day Nurseries, as that committee has arranged many of the details of the League's day care program.

### The Interpreter's Column

BEGINNING with the February issue of the BULLETIN, the staff of the Social Work Publicity Council will offer as an experimental service to BULLETIN readers a special column of suggestions on how the material in the BULLETIN can be used for wider purpose of community interpretation.

In the belt-tightening days ahead, the public will increasingly, and validly, be preoccupied with the job of winning the war. The fact that the care of children, even in communities not designated as defense "hot-spots," is a part of winning this particular kind of war, and winning the peace to follow, is not a fact that will occur to the public automatically. Children's workers are faced with the necessity—and the opportunity—for a real job of public education.

In many industrial communities they will have the opportunity to demonstrate very tangibly how their services are a part of the community war effort. In other communities, not so dramatically involved in the war effort, there will be the opportunity to interpret to the public how services to children contribute to the kind of democratic life for which the war is being fought.

We would hope, however, that no children's agency would "drag the war in by the tail." There is a chance, in the months ahead, to give the community *real information*, rather than to rely merely on war slogans, generalities, appeals to the universal, if uninformed interest, people have always had in children.

All this is going to require some careful doing, in order that it may contribute *soundly*, for the present and for the future, to public understanding of those freedoms and securities which we want for children in this country and children all over the world.

It has long seemed to a great many of us that the material in the CHILD WELFARE LEAGUE OF AMERICA BULLETIN, while it is written necessarily for children's workers themselves, has, with proper adaptations, great possibilities for further use in interpreting children's work to the community in general and to special audiences within the community. The BULLETIN is a fruitful source for the kind of informational material which, presented effectively to the community, will help to build an informed public opinion. It is the kind of material that can help children's work to advance past the point of mere sympathy on the part of the public, to the place where the community begins to discriminate between sound and unsound methods, to recognize and understand the real principles on which modern work with children is based.

Therefore, the column will, we hope, be useful to

those children's agencies able to afford staff members definitely assigned to responsibility for interpretation. Its prime purpose, however, will be to give workable and stimulating ideas on interpretation to that great bulk of children's agencies that have no publicity staff and which, even in the face of increased service loads, difficulties of transportation and the hazards of keeping staffs intact, must do the interpretation job right along with everything else. We hope, too, that the column will prove valuable to those agencies with publicity committees or publicity volunteers.

We will welcome suggestions, both now, when we will be preparing for the first column, and later as the column appears through the next few months. Most heartily, we will welcome your criticisms.

—SALLIE BRIGHT

*Executive Secretary, Social Work Publicity Council*

### READER'S FORUM

IN THE past several months the League's information service has received a number of requests for information on how agencies are dealing with the problem of payments for board to foster mothers for periods when the child is out of the foster home. Agencies had been deducting for periods of hospitalization, camp, visits to parents and relatives, when such absences exceeded a week-end. Budgets did not allow for the payment for camp and board, or hospital care and board. Some agencies argued that since foster parents were not taking children for the money involved, they could hardly expect to be paid when the child was away. A few agencies realized that when a child has been ill, has been hospitalized and then returned to the home for convalescent care, the foster mother has extra demands made on her and should be reimbursed for them. Such agencies established the practice of paying the foster mother for one week of the child's hospitalization. One agency reports paying for half of the time of the child's absence.

The shortage of foster homes and the recruitment of homes which are frankly choosing this way as against boarding defense workers, as a war effort, and as a way of augmenting the family budget is forcing further consideration of the problem. As in the case of board rates, if homes are to be found and kept, a more realistic and practical view will have to be taken. With the cost of living what it is, some foster parent cannot afford to lose several weeks' board money that they had planned on. How are you meeting this situation? Has your staff discussed the question? What are your foster parents saying? The Information Service invites your comments and suggestions.

—EDITOR



## Homemaker Service in Wartime

REPRESENTATIVES of social agencies concerned with problems of supervised homemaker service met in New York for a two-day discussion on November 20-21, 1942. Mrs. Madeline Van Hall Manginelli, Chairman of the Committee on Supervised Homemaker Service, presided. The topics considered dealt primarily with the effect of the war on homemaker service and included discussion of the use of homemakers in day care programs for children of working mothers.

### *Homemaker Service in Wartime*

Reports from those in attendance revealed many problems that have grown out of or have been accentuated by the present emergency. In many places the demand for homemakers has increased. The irregular shifts, long hours of employment, and increased responsibility of the father make assistance imperative in the care of children when the mother is ill. Because of inadequate hospital facilities more mothers are giving birth to children in their own homes or are leaving the hospital after a shorter stay. Homemakers are more likely than formerly to be called upon to give some service to sick persons and to be needed in the home on a 24-hour basis. Emergency care must be supplied quickly. Two agencies keep emergency equipment, such as a cot and mattress, ready for instant use when a homemaker must be sent to a family having limited bedroom facilities.

Practically all agencies are having difficulty in finding a sufficient number of homemakers. Ingenuity is needed in devising new ways to recruit suitable women. It was agreed that the strongest appeal that could be made at the present time is to the patriotic motive. Women of middle age whose sons are in the service are seeking ways of helping in the war effort. Many have taken courses offered by the American Red Cross in nutrition, first aid, or other courses for the training of volunteers. Many are waiting impatiently for something to do, and some would be willing and suitable to care for young children who need the services of a homemaker.

Imagination is needed in presenting the value of homemaker service to the community. One agency, at the request of the homemakers themselves, is putting the homemakers into uniforms, and they are accepting opportunities to speak to groups about the service they give to families. It was agreed that much more experimentation should be done in the use of

movies and pictures to interpret homemaker service to the public.

With the present improvement in economic conditions more families are able to pay part of the expense of the homemaker, particularly for short-time service. It was considered important that the family contribute whatever they can from their own resources, even though the amount is small. On the other hand, the contribution expected should not be so large as to reduce the family's standard of living. Problems continue to arise over the amount the family is to pay. Decisions in regard to the amount of payment to be made by the family to the expense of homemaker service should be determined on an individual basis after considering the total income and expenditure of the family. One agency has found it helpful to have different individuals give the case work service and deal with financial matters. The case worker discusses financial matters with the family, but after an agreement has been reached the payment is made to a member of the clerical staff. Many families are now paying a larger proportion of the total cost of homemaker service. The committee agreed that the decision of a social agency to supply a homemaker should be made on the basis of need in the particular family and their willingness to accept the supervision of a social agency rather than on the basis of their financial position.

Wages of homemakers in most cities have been raised, and a definite plan for future increases has been made. Many agencies either have a certain number of homemakers on a yearly wage or they guarantee work for a stated number of weeks during the year. Provision is also made for vacation, sick leave, and insurance.

### *Day Care of Children*

An unanswered question is what contribution homemaker service can make in the day care of children of working mothers. The committee agreed that our social agencies have concentrated too much attention on their own limitations and have been handicapped in planning by the fear of having insufficient funds. The opinion was expressed that more progress might be made by focusing attention on the needs of children in wartime and on the development of a program to provide adequate care for children whose mothers are working. The committee reaffirmed its belief that mothers of young children for the most

part should continue to care for their own families. Counseling service should be available to mothers to help them to decide whether to accept employment or remain at home and to plan for their children if employment is the best plan.

The committee believed that homemaker service has a unique contribution to make in the present war emergency and can be used in the following situations in which group care does not meet the needs of the children:

1. To care for children when a mother, or the person who normally cares for them, is ill.
2. To care for a sick child in its own home when the mother cannot remain away from employment.
3. To care for children with special handicaps or who have special problems that make group care inadvisable.
4. To care for a large family of young children where, because of exceptional circumstances, it seems imperative for the mother to work.
5. To care for children during a temporary period to enable the mother to obtain vocational training or to look for employment. This service would be particularly helpful to the mother who with a few weeks' assistance could make her own plans and be financially independent. (Social agencies have been providing homemakers on an individual basis in such situations in the past.)

In some instances it would be practicable to place a homemaker in a locality where she could care for the children of two or three other employed mothers who live near by.

The committee expressed particular concern about the lack of provision made for the care of the sick child. In fact, no report was given that indicated any arrangement whereby a mother who discovered early in the morning that her child was ill could obtain assistance so that she could remain on her essential war job. It was suggested that further exploration is needed to ascertain to what extent this situation is hampering production and how emergency illness in the home is being handled.

The committee had formerly agreed on certain definitions for types of homemaker service in terms of the responsibility assumed by the homemaker. These are known as inclusive, interim, exploratory, and supplementary care. A new definition was developed, therefore, to describe the service given when the mother is working: Auxiliary care is service given to the family during the hours of employment of the mother. In this situation the primary responsibility for the maintenance of the home and for the care of the children remains with the mother. The home-

maker works under her direction, with such guidance from the social agency as is required by the mother or the homemaker.

While the idea of homemaker service has been accepted as sound, it has not had as extensive development as the value of the plan warrants. In practically no community has such service developed to provide care in their own home for the majority of children whose mothers have died or are ill. The curtailment of housekeeping aides under the Work Projects Administration adds a further handicap at this time. Social workers and private citizens who believe that homemaker service has a unique contribution to make to the welfare of children in this war period should renew their efforts to make its values known. Particularly they should call this service to the attention of local and State defense committees.

—MAUD MORLOCK

*Consultant in Social Services, Children's Bureau,  
U. S. Department of Labor*

### Consolidation of Jewish Child Care Program of Chicago

MARKS NATHAN HALL (Marks Nathan Home for Jewish Orphans) has merged with the Jewish Children's Bureau, thus establishing a single, unified agency in the child care field under the auspices of the Jewish Charities of Chicago. Woodlawn Hall (Chicago Home for Jewish Orphans) closed its doors on December 31st and the children were replaced in Marks Nathan Hall, foster homes, etc. The consolidation was effected after years of negotiations and was made inevitable by the decrease of population in both institutions, which made their operation too costly. At the time of the consolidation there were approximately sixty children at Woodlawn Hall, which has a capacity for more than twice as many, and 160 children at Marks Nathan Hall, which institution also has a much larger capacity.

The new Board of the Jewish Children's Bureau consists of thirty members, twelve each, selected from the former boards of the two respective organizations plus six members nominated by the Jewish Charities. In addition, there are twenty-one advisory members who serve on the various committees. The advisory members are former members of the two boards who are interested in the work and wish to render service.

The Administration consists of Jacob Kepecs, Executive Director, Mary Lawrence, Assistant Executive Director, Samuel Feinstein, Superintendent of Institution.

## NEWS FROM THE FIELD

## THE LEAGUE ADVANCES ITS DAY CARE PLANS

The subject of day care received detailed attention at the meeting of the Board of Directors of the Child Welfare League of America held in New York, January 8 and 9. A policy outlining four types of service for the League in the area of day care was approved, a standing committee on day care was authorized, there was conditional authorization of the rental of additional office space and of the employment of one professional and one clerical worker to carry special responsibilities for day care.

The statement of policy specifies that the League has assumed the functions of the National Association of Day Nurseries. This work now becomes an added responsibility and makes it necessary to expand quickly in the area of day care for children by an extended use of foster family homes, service to day nurseries, assistance in community planning for children, and participation in the training of those engaged in day care. It was agreed that service from the League should include:

1. Service to day nurseries, nursery schools and other day care centers, and to member agencies in respect to day care services.

Day nurseries are asking what personnel are needed, what standards are necessary, what a good program costs and whether they should double their capacities and how best to thus adapt to increased loads.

2. Educational projects whereby the League may (a) directly contribute to the skill of leaders and other day care workers and (b) enrich present and proposed training programs under local auspices.

Training those who provide day care of different types is the largest single task confronting us. A program for intensive training of leaders is projected by the League, and the extent to which it will be fulfilled depends upon financial support. This program is based upon our twenty years of experience in organizing and conducting seminars, institutes and conferences. The League's responsibilities in this basic task are recognized by Mr. James Brunot, Coordinator of Day Care, Office of Defense Health and Welfare Services, Washington, D. C., whose letter on this subject we have on file.

3. Service to community groups planning for the development or improvement of day care facilities.

Councils of social agencies and defense councils repeatedly have requested help in plotting the day care needs of their communities and

in mobilizing resources for the establishment of the necessary services.

4. Support of governmental agencies responsible for the coordination, supervision or administration of day care, with due regard for the standards of child care traditionally upheld by the League.

State and municipal authorities are recognizing their responsibilities and want us to inform them of the experience of other communities. The League always has served as a clearing house for such purposes and has helped authorities to develop minimum standards and to supply them through the exercise of their licensing authorities. Unless this be done, commercial day care will quickly produce intolerable conditions.

The committee authorized will include professional as well as trustee representation from the area of day care and several of those who have represented the League's Board in its negotiations with the National Association of Day Nurseries and may include those and other persons not on the League's Board.

It has seemed desirable to avoid creation of a department on day care, the League having avoided departmentalizing its other services. There is an obligation, however, to make available service for day nurseries. It is presumed that much of this service will be provided through the League's various channels, including publications, conferences and its information service. But the immediate addition of one field secretary, with special responsibilities for day care, is needed, and it is presumed that the funds now being raised will permit this step in February or March. It is hoped that funds will be sufficient to allow also the employment of a temporary staff, somewhat as the League did for other services in the early months of 1941.

A small addition to the League's office space also is contemplated, although this again does not mean setting aside in a department the League's work on day care. Day care is related to other types of child care and needs to share in their development.

There is a steady flow of inquiries from day nurseries which wish to become Affiliates or Accredited Members of the League. In the near future there will be announcement of the day nurseries which have joined the League's constituency. Also there will be announcement of any additions to the League's staff.

N. B.—"The entire community participated in using the (Case Record) Exhibit . . . . We are planning to participate, ourselves, in the next exhibit and are starting now to organize the material," writes Honolulu.



### Case Work Article Contest

THE Editorial Advisory Committee of *The Family* takes pleasure in announcing the opening of a contest for practitioners in the field of social case work. The three winning articles will be published in *The Family*. In addition, there will be awards of a five-year, a three-year, and a one-year subscription to *The Family* for the papers rating, respectively, first, second, and third. The rules of the contest are:

1. The subject of the article is to be some aspect of case work practice using the content of actual case records as supportive material.
2. The contest is open to case work practitioners who have not had more than seven years of experience exclusive of field work in a professional school.
3. The article is to be not more than five thousand words in length.
4. Manuscripts must be postmarked not later than midnight, April 12, 1943.
5. Permission for the use of case material must be secured from the agency in which the case work was done.
6. Three typewritten copies are to be submitted—the original and the first two carbons. Neither the name of the agency nor of the writer is to appear on the manuscript, but with each manuscript a separate sheet of paper is to be submitted with the following information:
  - (a) Name (b) Address (c) Agency affiliation (d) Present position (e) School of social work, if any (f) Number of years of experience as a practicing case worker.
7. Manuscripts are to be sent to the Case Work Article Contest, *The Family*, 122 East 22d Street, New York, N. Y.
8. Manuscripts will be judged by members of the Editorial Advisory Committee. Each article will be read by at least three judges. The Editorial Advisory Committee will be under no obligation to return the material.

Address all inquiries concerning the contest to

Editor, *THE FAMILY*  
122 East 22 Street  
New York, N. Y.

### Available for Circulation to Members, Affiliates and Associates

- INSIDE A CONSULTATION SERVICE, by Anna W. M. Wolf, *Child Study*, Fall 1942.
- THE CHILD WELFARE SERVICE JOB AND THE COMMUNITY, by Maude von P. Kemp, *The Family*, January, 1943.
- THE FAMILY AGENCY, THE SCHOOL, AND THE CHILD, by Mrs. Franklyn C. Hochreiter, *The Family*, January, 1943.
- THE REFUGEE CHILD: A TASK FOR MENTAL HYGIENE, by Ursula Wasserman and Felix Resek, *Mental Hygiene*, October, 1942.
- GROUP PLACEMENT OF ADOLESCENTS, by Julia Deming, *Mental Hygiene*, October, 1942.
- TREATMENT OF AN ADOLESCENT GIRL, by Fanny Amster, *The News-Letter of the A.A.P.S.W.*, Autumn 1942.

### BOOK NOTES

LEARNING AND TEACHING IN THE PRACTICE OF SOCIAL WORK. By Bertha Capen Reynolds. Farrar and Rinehart, Inc., New York, 390 pp. \$2.50.

The significance of Miss Reynold's book for this reviewer lies in the faith expressed in its opening assumptions. Out of her rich experience as a teacher she has analyzed and interpreted the learning process as applied to the study of social case work and has demonstrated the way in which group thinking and leadership can enrich learning. But in the statement in Part I of the relationship of social case work to the larger whole of social work she has lent the weight of her influence to the concept of a generic or basic content in the profession of social work.

The idea that the whole is more than the sum of all of its parts is the hypothesis with which Miss Reynolds begins. She contends: "In one sense it is premature to try to define social work in generic terms, for we still await the careful studies of all the present fields which might yield adequate data on which to base a definition. In another sense it is not too early to begin, for our immense confusion of today seems to stem from inability to see social work whole and to see it in relation to society." The "present fields" which she distinguishes are case work, group work, and community organization. Recognizing that social case work has proceeded farther than the others, she points out that rate and direction of movement are important and concludes: "It is quite possible that the 'growing edge' of social work is not now in the field of social case work, and that the best contribution of social case work in this period will be in what it can give to the other fields, and to administration, in understanding human relationships."

In the development of her thesis Miss Reynolds reveals her own particular orientation to social work. Probably few of those who claim specialized knowledge about group work and community organization would agree with her that the "core of theory" which "furnishes a common ground for all the varieties of social work" is psychiatry and especially psychoanalysis. On the other hand, everyone would doubtless concede that the "dynamic quality" of social work lies in the science and art of human relationships, whether those relationships be between individuals, between individuals and groups, or between groups. Before this science and art can reach any sort of integrated development, however, much more subject matter from social sciences, as well as biological, must be introduced and applied.

In the main portion of the book, Miss Reynolds

draws upon her long experience as a teacher of social case work, first in a school of social work and more recently as a staff development consultant. Part III on "Learning and Teaching in Groups" considers "the generic process of discussion as an educational medium" whether carried on in a classroom over a period of time, or in short courses within or without an agency. Here is a good guide on how to establish rapport with a group, how to find common ground and release members to participate, how to maintain a balance between the contributions of the leader and the group, how to give direction and meaning to discussion so that new vistas of understanding are opened. The interplay of practice and theory as parts of a whole in the learning process leads to a discussion of the importance of informal teaching outside of schools of social work at this period in the development of the profession. Because Miss Reynolds believes that for a generation, at least, there will not be a sufficient number of professionally trained social workers in the majority of positions, she maintains that short courses for those already on the job will develop understanding attitudes toward people and help to bring this group into closer sympathetic relationship with professional social work; eventually they may become a part of it.

The materials in Parts IV and V, "Supervision of Practice" and "Working through Others," is not essentially new but contains a fresh approach and analysis of old problems familiar to every teacher. The chapters on "Vestibule to Learning" and "Nurture of Growth" present a descriptive analysis of the stages through which the beginning worker passes, and keeps always in view the interrelatedness of all of the persons and settings involved in student training. Subsequent chapters apply the same principles to the person who enters a new experience in moving from the rank of practitioner to supervisor, executive or class teacher. The final chapter, "Social Work goes back to the People," points to problems of which social workers are becoming aware, namely, the absorption of volunteers and the working with other professions in positions which are on the fringe of social work. Many will agree with her that "if we do not use our skills responsibly in this crisis we shall lose the opportunity for a generation at least. Nothing will be maintained which does not prove its worth and its necessity." Less relevant and not clearly related to what precedes is her conclusion that social work is coming to mean whatever one does for one's country.

Miss Reynolds has made a contribution to our thinking about the sum of the parts of social work

making a whole that is greater than the parts. If the book is concerned primarily with one of those parts, social case work, that is because she represents that phase of the development of the profession. A next step would be for equally distinguished members of the profession from group work, community organization or a subject matter field to approach the task from their respective points of view.

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### Additions to League's Library

- AMERICAN FAMILY BEHAVIOR, Jessie Bernard, Harper & Bros., N. Y., 1942, 551 pp. \$3.50.
- BASIC CONCEPTS IN SOCIAL CASE WORK, Herbert H. Aptekar, University of N. C. Press, Chapel Hill, N. C., 1941, 201 pp. \$2.50.
- CRIMINAL YOUTH AND THE BORSTAL SYSTEM, William Healy, M.D., and Benedict S. Alper, The Commonwealth Fund, 1941, 251 pp. \$1.50.
- CONCERNING JUVENILE DELINQUENCY, Henry W. Thurston, Columbia University Press, N. Y., 1942. \$2.75.
- EDUCATION FOR THE PUBLIC SOCIAL SERVICES, Report of Study Committee of A.A.S.S.W., University of N. C. Press, 1942, 324 pp. \$3.00.
- THE FAMILY AND THE LAW, Sarah T. Knox, University of N. C. Press, Chapel Hill, N. C., 1941. \$2.00.
- FAMILY RELATIONSHIPS, Ada Hart Arlitt, McGraw-Hill Book Company, New York, 1942, 261 pp. \$2.50.
- THE FAMILY IN A WORLD AT WAR, Edited by Sidonie Matsner Gruenberg, Harper & Bros., N. Y., 1942. \$2.50.
- THE FIELD OF SOCIAL WORK, Arthur E. Fink, Henry Holt & Co., N. Y., 1942, 484 pp. \$3.00.
- GLIMPSES INTO CHILD LIFE, Rose Zeligs, William Morrow & Co., N. Y., 1942, 442 pp. \$3.00.
- HOW TO RAISE MONEY, Charles W. Gamble, Association Press, N. Y., 257 pp. \$3.00.
- INFANT AND CHILD IN THE CULTURE OF TODAY, Arnold Gesell, M.D., and Frances L. Ilg, M.D., Harper & Bros., N. Y., 1942. \$4.00.
- INTERVIEWING: ITS PRINCIPLES AND METHODS, Annette Garrett, Family Welfare Association of America, N. Y., 1942, 123 pp. \$1.00.
- LEARNING AND TEACHING IN THE PRACTICE OF SOCIAL WORK, Bertha C. Reynolds, Farrar & Rinehart, N. Y., 390 pp., 1942. \$2.50.
- OUR CHILDREN FACE WAR, Anna W. M. Wolf, Houghton Mifflin Co., Boston, 1942, 214 pp. \$2.00.
- PRINCIPLES OF CHILD CARE IN INSTITUTIONS, A Handbook for Staff Study and Discussion, State Department of Public Welfare, Columbus, Ohio, 1941. \$1.00.
- PSYCHOTHERAPY WITH CHILDREN, Frederick H. Allen, M.D., W. W. Norton & Co., Inc., N. Y., 1942, 311 pp. \$3.50.
- SEX GUIDANCE IN FAMILY LIFE EDUCATION, Frances B. Strain, Macmillan Co., N. Y., 1942, 340 pp. \$2.25.
- SOCIAL CASE RECORDS FROM PSYCHIATRIC CLINICS, Charlotte Towle, University of Chicago Press, 1942, 455 pp. \$3.00.
- SOCIAL SKILLS IN CASE WORK, Josephine Strode and Pauline R. Strode, Harper & Bros., N. Y., 1942, 195 pp. \$2.50.
- SOCIAL WORK, AN ANALYSIS OF THE SOCIAL INSTITUTION, Helen Leland Witmer, Farrar & Rinehart, N. Y., 1942, 539 pp. \$3.00.
- SOCIAL WORK AS A PROFESSION, Esther L. Brown, Russell Sage Foundation, fourth and enlarged edition, 1942. \$1.00.